



Oakland Elementary

1802 East Durst Avenue
Greenwood, South

Grades	PK-5 Elementary School	
Enrollment	527 Students	
Principal	Mark Blackwell	864-941-5660
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Below Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

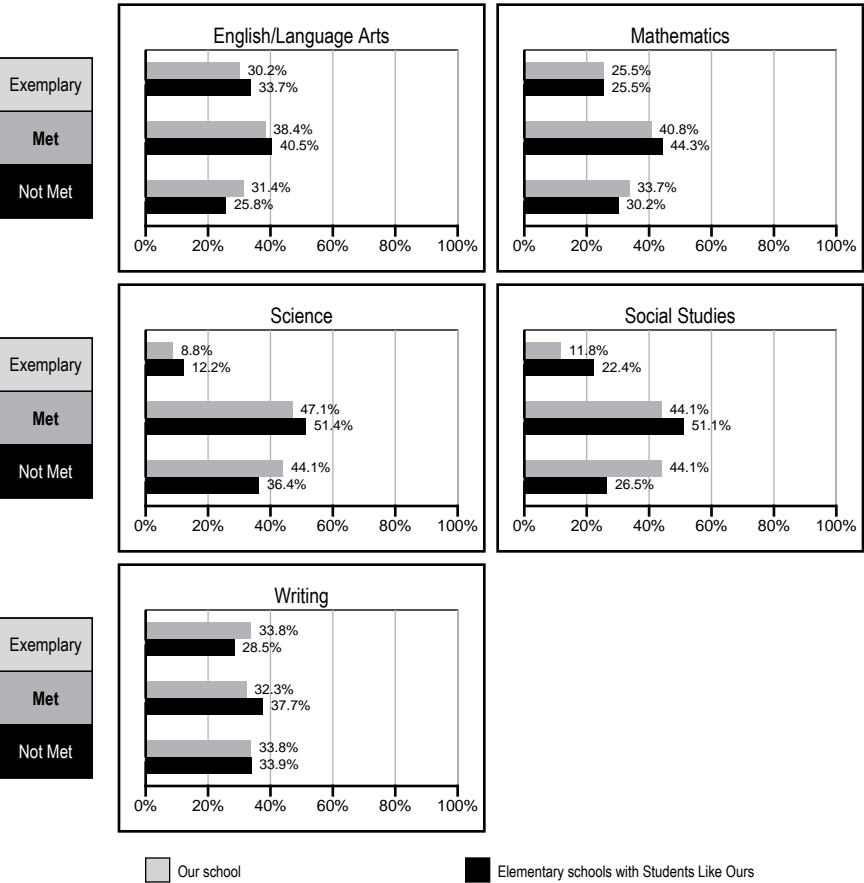
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	14	89	10	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=527)				
First graders who attended full-day kindergarten	96.4%	Up from 96.3%	100.0%	100.0%
Retention rate	1.3%	Down from 1.5%	2.4%	1.9%
Attendance rate	96.3%	Down from 96.5%	96.2%	96.3%
Eligible for gifted and talented	8.7%	Down from 15.1%	8.6%	10.0%
With disabilities other than speech	6.7%	Up from 6.2%	9.2%	7.7%
Older than usual for grade	0.2%	Down from 0.4%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	47.5%	Up from 42.9%	60.0%	59.4%
Continuing contract teachers	82.5%	Up from 73.8%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.1%	Down from 86.5%	86.5%	85.9%
Teacher attendance rate	96.1%	Up from 95.9%	95.0%	95.1%
Average teacher salary*	\$46,195	Up 8.7%	\$47,306	\$47,149
Professional development days/teacher	12.8 days	Down from 14.4 days	11.6 days	11.1 days
School				
Principal's years at school	1.0	Down from 7.0	4.5	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 15.3 to 1	19.0 to 1	18.8 to 1
Prime instructional time	92.0%	Up from 91.2%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,103	Up 3.8%	\$7,360	\$7,458
Percent of expenditures for instruction**	67.3%	Down from 67.5%	68.5%	68.8%
Percent of expenditures for teacher salaries**	62.5%	Down from 63.4%	62.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

"Instruction, Integrity, and Improvement" was the theme for Oakland Elementary this year. The students and staff met the challenge. Oakland was focused on student improvement. We are proud to be a Literacy Collaborative School. We made gains on MAP in math and language arts in every class in second through fifth grades. The staff, students, and parents created a learning community that felt like a family. Everyone focused on doing what was best for children.

Oakland teachers participated in classes, workshops, and attended conferences to enhance their instructional skills. Additional collegial planning times allowed grade-level teams to plan lessons to assure that the students were receiving consistent standard-based instruction. "Closing the Achievement Gap" (Trail Time) activities were implemented based on test data to ensure all students' academic needs were met. Oakland continued to focus on balanced literacy, incorporating technology into instruction, and authentically engaging students.

Improving parent involvement continued to be a focus of Oakland's faculty and staff. We had tremendous participation in Grandparents' Day, Community Nights, PASS Night, and PTO meetings. A community volunteer program worked one-on-one and in small groups with students in need of extra assistance.

Students were involved in community service projects throughout the year, including: starting a recycling program, the Humane Society, United Way, American Cancer Society, Meg's House, and food drives. We also raised money for one of our students with cancer. Students also operated the morning WOAK news program.

Oakland is very proud of our accomplishments this year. We have new challenges coming next year. We will continue to focus on student achievement. Oakland knows that "The Future is Our Frontier".

Adrian Rogers, SIC
Mark Blackwell, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	64	62
Percent satisfied with learning environment	97.2%	84.4%	85.2%
Percent satisfied with social and physical environment	100.0%	79.4%	80.3%
Percent satisfied with school-home relations	91.4%	81.3%	78.3%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	266	99.6	31.4	38.4	30.2	82.4	79.9	82.8	Yes	Yes
Gender										
Male	138	99.3	39.4	37.1	23.5	76.5	76.5	79.3	N/A	N/A
Female	128	100	22.8	39.8	37.4	88.6	83.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	114	100	22.5	36.9	40.5	87.4	90.1	89.5	Yes	Yes
African American	144	99.3	39	40.4	20.6	78.7	69.7	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.8	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	26	96.2	N/AV	N/AV	N/AV	37.5	47.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	69.8	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	173	99.4	35.2	44.2	20.6	77.6	70.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	266	99.6	33.7	40.8	25.5	75.7	77.2	78.9	Yes	Yes
Gender										
Male	138	99.3	39.4	36.4	24.2	73.5	75.6	77	N/A	N/A
Female	128	100	27.6	45.5	26.8	78	78.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	114	100	24.3	37.8	37.8	85.6	87.9	87.2	Yes	Yes
African American	144	99.3	42.6	43.4	14	66.9	66.1	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.8	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	67.2	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	26	96.2	N/AV	N/AV	N/AV	45.8	41.7	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	68	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	173	99.4	41.8	42.4	15.8	69.7	68.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	178	100	44.1	47.1	8.8	55.9	62.9	67.5
Gender								
Male	93	100	48.3	44.9	6.7	51.7	62.9	67
Female	85	100	39.5	49.4	11.1	60.5	62.9	68
Racial/Ethnic Group								
White	78	100	30.3	52.6	17.1	69.7	79.7	79.5
African American	95	100	57.3	40.4	2.2	42.7	45.2	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83.9	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	48.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	14	100	N/AV	N/AV	N/AV	23.1	27.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	49.4	59.6
Socio-Economic Status								
Subsided meals	115	100	57.3	38.2	4.5	42.7	49.5	55.1

Social Studies

All Students	175	100	44.1	44.1	11.8	55.9	67.9	72.3
Gender								
Male	90	100	51.1	37.5	11.4	48.9	67.1	71.5
Female	85	100	36.6	51.2	12.2	63.4	68.6	73.2
Racial/Ethnic Group								
White	75	100	27.4	56.2	16.4	72.6	82	80.7
African American	94	100	57.1	36.3	6.6	42.9	52.6	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.8	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	59.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	17	100	N/AV	N/AV	N/AV	5.9	36.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	61.6	67.9
Socio-Economic Status								
Subsided meals	112	100	52.8	40.7	6.5	47.2	55.4	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	272	99.6	33.6	32.4	34	66.4	68	70.2	96.3	96.1
Gender										
Male	139	100	47	26.1	26.9	53	61.5	63.2	96.3	95.9
Female	133	99.3	19.2	39.2	41.6	80.8	74.8	77.5	96.2	96.3
Racial/Ethnic Group										
White	116	100	23.4	34.2	42.3	76.6	80.5	79.1	96.3	96.2
African American	148	99.3	42.1	32.1	25.7	57.9	56.1	57.6	96.3	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.2	86.2	99.4	97.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	50.3	62.6	95.7	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	92.5
Disability Status										
Disabled	26	100	72	24	4	28	23.8	26.1	95.7	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	98.3
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	51.7	61.2	96.4	96.7
Socio-Economic Status										
Subsidized meals	178	99.4	40.2	33.1	26.6	59.8	56	58.9	95.9	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	103	100	23.7	45.4	30.9	76.3
	4	88	100	34.1	28.2	37.6	65.9
	5	75	98.7	38.4	41.1	20.5	61.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	103	100	39.2	29.9	30.9	60.8
	4	88	100	21.2	51.8	27.1	78.8
	5	75	98.7	41.1	42.5	16.4	58.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	52	100	52.1	37.5	10.4	47.9
	4	88	100	40	51.8	8.2	60
	5	38	100	43.2	48.6	8.1	56.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	51	100	28.6	49	22.4	71.4
	4	88	100	42.4	48.2	9.4	57.6
	5	36	100	69.4	27.8	2.8	30.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	106	100	30.3	25.3	44.4	69.7
	4	89	100	37.2	33.7	29.1	62.8
	5	77	98.7	33.8	40.5	25.7	66.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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